

Celebrate Children's Day November 20



A day to honor all children and to
promote a better understanding of
their needs and rights as human beings



Children's Day Activity Packets by
OMEP, the World Association for Early
Childhood Education, available at:

<http://dpi.wi.gov/ccic/ccicintern.html>

November 20, 1989, the United Nations Convention
on the Rights of the Child was signed.

OMEP-USNC Activities at NAEYC

Atlanta, Georgia- Fall, 2006

Date	Time	Activity	Place	Contact Person
Wed, Nov. 8	5:00-9:00	OMEP-USNC Board Meeting	OMNI at CNN Sycamore Room	Gwen Coe
Thurs. Nov. 9	7:00-10:00	Interest Forum Breakfast For Facilitators ONLY	Room TBA	Reservations required khughes@naeyc.org OR sdix@naeyc.org
Thur, Nov. 9	9:00-12:00	Literacy is More Than Books! Third International Film Festival	Georgia Congress Center A-409	Gwen Coe Edna Ranck Lita Haddal Carol Darcy
Thur, Nov. 9	2:30-4:00	Advocacy For Children - By Children Dr. Lynn Staley Dr. Eva Zygmunt-Fillwalk Dr. Georgianna Duarte Dr. Janettee Wetsel Collette Cambridge Dr. Paulette Shreck	Georgia Congress Center A-311	Gwen Coe
Thur, Nov. 9	4:00-5:00	OMEP-USNC Members Meeting	Georgia Congress Center A-311	Gwen Coe-President Carol Darcy-Vice Presi- dent Susan Miller-Secretary Milly Cowles-Treasurer
Thur, Nov. 9	4:00-6:00	Festival of Organizations	Georgia Congress Center Exhibit Hall A	Dorothy Sailor JoAnn Hoffman
Fri, Nov. 10	8:00-10:00	Global Alliance Breakfast	Georgia Congress Center B-201	Reservations required khughes@naeyc.org OR sdix@naeyc.org
Fri, Nov. 10	9:00-12:00	Literacy is More Than Books! Third International Film Festival	Georgia Congress Center A-409	Gwen Coe Edna Ranck Lita Haddal Carol Darcy
Fri, Nov. 10	11:00 – 5:00	History Seminar	OMNI at CNN Hickory Room	Edna Ranck
Fri. Nov. 10	4:30-5:30 Two phases 5:30-7:00 OR 7:00-8:30 (see Final Program)	Interest Forums-Reception “Children’s Global Issues” – Interest Forum www.naeyc.org/community	Westin Peachtree Plaza Room TBA	Charlotte Anderson Amy Lin Tan Carol Darcy Kate Kolchin
Fri, Nov. 10	6:00-7:00	OMEP-USNC International Coffee Hour & Poster Session	OMNI at CNN Cotton- wood Room	Gwen Coe Johnetta Morrison Lita Haddal

President's Message

Dear OMEP Members:

Gwen Coe

Visit the OMEP websites to find OMEP events worldwide at

www.omep-ong.net
& www.omep-usnc.org

To add information to the website, please contact Gwen Coe, coe@uwplatt.edu



Newsletter Editor:
Lita Haddal
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Information Center
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USNC-OMEP
News

This is a very active and productive time of year for OMEP-USNC. Many members have engaged in professionally rewarding experiences this past summer. Charlotte Anderson presented in San Antonio at the Professional Development Institute to a “standing room only” crowd on the Effects of Culture in Child Care. Several OMEP-USNC members attended and presented at the World Assembly in Tromsø, Norway—Edna Ranck, Johnetta Morrison, Dorothy Sailor, Gwen Coe, Anarella Celliti, Cathy Donahue, Lita Haddal, and Lenore Wineberg. The World Assembly conferred Honorary Member Status to both Dorothy Hewes and Dorothy Sailor because of their time and commitment to children of the world and their service to OMEP. It was a joy to hear from Joan Waters about the professional development in Sri Lanka and Banda Aceh as a result of the monies OMEP raised for the Tsunami Relief Fund. We will share more about the meeting in Tromsø and will want to hear about other members’ global work when we gather in Atlanta. We have an outstanding program planned for Thursday, November 9, 2:30-4:00 with six OMEP-NAEYC Activities in this issue of the newsletter for more details.

Members frequently inquire about how they might become more engaged in OMEP activities. Here are a few suggestions:

1. Join the Interest Forum go to naeyc.org and click on Interest Forum. You must have an NAEYC membership number to login.
2. Submit a proposal for the Poster Session at NAEYC—see request for proposals in the newsletter and on the website. Deadline for next year is October 15, 2007.
3. Attend the International Film Festival at NAEYC.
4. Attend the Members meeting and International Coffee Hour at NAEYC.
5. Attend the OMEP activities at ACEI—Spring, 2007.
6. Attend the World Assembly in Mexico City, July 2007.



Please continue to share the successes of OMEP-USNC and recruit new members. We have established several committees and have many ways for each of you to participate more actively in the organization.

Gwendolyn Coe
coe@uwplatt.edu
OMEP-USNC President



OMEP News

Elections Committee

The committee out the election packet, i.e., booklet of candidate information, ballot with return postage, and schedule of OMEP events at the NAEYC Conference in Atlanta which includes the annual member meeting of OMEP.

There are four Regional Representative positions up for election:

Region 3 - Mid-Atlantic: Delaware, Washington, D.C., Maryland, New Jersey, Pennsylvania, Virginia, West Virginia

Region 5 - North Central: Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota

Region 6 - South Central: Arkansas, Kentucky, Louisiana, Oklahoma, Tennessee, Texas

Region 7 - Northwest: Idaho, Montana, Oregon, Washington, Wyoming, Alaska

The 2006 OMEP Ballot

Region 3 Representative

1. Jean Simpson

Region 5 Representative

1. Judi Estes

2. Judith McConnell

Region 6 Representative

1. Dana Holmes

Region 8 Representative

1. Amy Lin Tan

2. Kay Sanders

The committee sought two candidates for each position on the ballot. They were not successful in achieving this in all regions. Please consider serving in this capacity some time in the future. Our organization needs members to participate if it is to thrive.

Committee Members:
Carol Darcy, Chair
Johnetta Morrison
Lita Haddal

Report from United Nations

OMEP members Kate Kolchin, Anne O'Neill and Carol Darcy attended the 59th Annual DPI/NGO Conference, September 6-8, 2006. The three-day conference, entitled "Unfinished Business: Effective Partnerships for Human Security and Sustainable Development," took place at the United Nations Headquarters in New York. They joined over two thousand civil society activists from around the world to demand that governments uphold promises made at the September 2005 World Summit to achieve the Millennium Development Goals (MDGs) by 2015. These eight goals include eradicating extreme poverty and hunger, achieving universal primary education, combating HIV/AIDS, and ensuring environmental sustainability.

The conference program included four plenary sessions, six multi-stakeholder roundtables, and 30 midday NGO interactive workshops. Emphasis was placed upon identifying and replicating best MDG practices produced by successful partnerships between non-governmental organizations (NGOs), civil society, business, governments and the United Nations. Participants reviewed the progress made by governments to implement the commitments agreed upon at last September's World Summit, which have since included the creation of a Peacebuilding Commission in December 2005 and the establishment of a new Human Rights Council in March 2006.

Carol Darcy - United Nations/UNICEF Representative
508/ 759-1799 Home
crdarcy@tiac.net

Leah Adams Receives Lifetime Achievement Award

Dr. Leah Adams received the 2006 Michigan Association for the Education of Young Children Lifetime Achievement Award.

A few of her many accomplishments include past President of OMEP, Vice-President for North America and the Caribbean, cofounder and first president of the Michigan Association of Early Childhood Teacher Educators, and board member of the Michigan Association for the Education of Young Children.

Leah is Professor Emeritus from Eastern Michigan University. The first Leah D. Adams Research Scholarship was awarded Fall 2004 to an Eastern Michigan University College of Education graduate student interested in research focused on children in preschool, kindergarten or primary grades. The research must show potential to contribute to the overall knowledge about children, ages 0-8, and the betterment of their lives through education, addressing how children learn, family/school relationships, classroom applications of teaching and learning and/or teacher and staff training.

Dr. Adams has also received a short-term Fulbright Grant and will be working at Sookmyung Women's University in Seoul, Korea in October. Leah will be working with faculty on inservice and preservice teacher education for helping teachers to work effectively with newly arrived and immigrant children. During her time there she will be presenting at an international conference co-sponsored by Korean Society for Early Childhood Education (KSECE) and OMEP. She reports, "Things are going well (and busy) with my shortterm Fulbright here. I taught a Social Work class on Monday and

today I do a graduate class in cultural anthropology at another university — all on global migration, of course. Tomorrow I speak to a large Welfare Foundation that is opening a day care center for immigrant children. Many outside of education are interested in issues regarding newly arrived children and families!"

Sharon Burow Leads Service-Learning in Grenada

Early January provides an opportunity to further celebrate international service-learning in Grenada, where OMEP Wisconsin State Liaison Sharon Burow has led a project for a number of years. Through a \$16,000 Wisconsin Lutheran College grant, early childhood pre-service teachers and Dr. Burow will support Carole Peterson (macaronisoup.com), an international advocate for Developmentally Appropriate Practice through music and movement. Ms. Peterson will integrate brain research and best practices for about 200 early childhood educator on the Island representing childcare centers, preschool, and primary kindergartens and culminating with a concert for the teachers, children, and parents, the following day.

The College students are creating materials and props as well as utilizing coursework savvy to facilitate small group break-aways. Additionally, they will be responsible for creating an informational flyer on OMEP to distribute in Grenada.

Stay tuned for more reports on this project in future OMEP newsletters.



Accolades

OMEP and the 2006 World Assembly in Norway

World Assembly

The World Organization for Early Childhood Education, commonly called OMEP for the initials of the French title, held its annual World Assembly and International Conference in Tromsø, Norway, 7-11 August. Tromsø, a small city located over 200 miles above the Arctic Circle, hosted over 250 early childhood educators from over 40 countries from all five OMEP regions: Africa, Asia Pacific, North America and the Caribbean, Latin America, and Europe. Plenary sessions and break-out workshops addressed the theme of “The Little Researcher,” developed on the idea of the “scientist in the crib.”

The World Assembly elected Dr. Dorothy Hewes and Dorothy “Dodie” Sailor, early childhood educators from California, Honorary OMEP Members. This annual event acknowledges the life-time work of world early childhood educators. Their names will be recorded in the World OMEP archives. Other Americans and Canadians presented workshops and listened to Selma Simonstein, World OMEP president (Chile), and other plenary presentations in English, French, and Spanish. Other attendees visited ECE programs in the Tromsø area.

OMEP, established in 1948 as a NGO, has consultative status with the United Nations, working closely with UNICEF. The OMEP Triennial World Congress will be hosted by OMEP Mexico in Mexico City, 16-20 July 2007. More information about the Congress will be available on the OMEP-United States website early next year. Also, visit www.omep2007.org.mx. In addition to World OMEP events, at its Annual Conference in Atlanta, NAEYC will co-sponsor the third International Children’s Film Festival with OMEP-USNC. In addition, OMEP-USNC will conduct a session on international ECE and host the International Coffee Hour and Poster Session. Look for details in the NAEYC Final Program.

OMEP-USNC is an Exchange Strategic Partner. For more information, go to www.omep-usnc.org.

Contributed by Edna Ranck, appearing in Exchange EveryDay online newsletter, 9/13/2006.



World OMEP
President Selma
Simonstein,
OMEP-USNC
President Gwen
Coe, OMEP-
Mexico
President María
Aidé Dávila
Olvera.

Participants in the OMEP World Assembly 2006 listen to simultaneously translated speeches and discussions.



OMEP members from around the world visit a Norwegian barnehage or "children's garden" whose philosophy supports natural environments for children in preschool and child care..





MINUTES OF RESEARCHERS' DISCUSSION FORUM THURSDAY 10th AUGUST 12-2pm, TROMSO, NORWAY

Coordinated by Jayne White, Victoria University of Wellington, New Zealand
Immediate Past President of OMEP New Zealand

This meeting opened with 44 persons present. Jayne welcomed the group with pleasure at such a large number attending and explained that this session was following on from the initial interest expressed by a small group at the Cuba OMEP meeting. She was delighted to see the increase in interest from so many at this Forum. Those present introduced themselves briefly with their research interests. The range of interests included:

Use of metaphor in young children
Play and early literacy
First language development
Montessori and children's play (outdoors)
Curriculum development and professional development
Mathematics for young children
Chinese as second language learning
Play for learning – Special Education and language
Science and children's development
Different ways that children learn, e.g. Reggio philosophy
Border crossing (immigration)
Apprenticeship among toddlers
Assessment
Reasons for pets in early childhood; children's spirituality; connections with empathy
Public policies for children
Aesthetic/ludic aspects
Theatre for children
Child-rearing studies in Thailand
Curriculum and methodology
Young children's mathematical learning
Teaching/learning with young children; gross-motor development
Children and their childhoods
Play
Children's communication and interactions, and how children identify other people's perspectives
Quality issues
Communication and language
Pedagogy and curriculum versus 'task-based care'
Young children's learning – morality
How film impacts on children's lives – film literacy
Outdoor environments – adventure play
Development of children under difficult conditions

Theory and practice
Pedagogy, education and care
Play culture in a changing world
Constructive competition
Adults' sensitive interactions
Implementation of learning stories
Conflict between children
Co-construction with very young children
'Responding', instead of teaching, in the curriculum
Children's competence and enrichment
Toddlers' play - mixed cultures and languages
Learning, curriculum and play
Educational filming
Adult/child communication

Professor Ingrid Pramling outlined the progress of the OMEP International Play and Learning Project for children birth to three years, which began at the Melbourne OMEP meeting. She explained that it had been a challenge to work internationally and to coordinate this; for example, to be sensitive to the culture of the country, while bringing the research to a certain level. Editing cross-culturally had been a difficult process, as not everyone carried out what was agreed upon. It was easy to send emails, but often people did not attend to these. She felt that it was not realistic to expect everyone to maintain responsibilities consistently, as people do get busy.

Those countries who worked as a team were successful, whereas individuals alone did not follow through. It is important to have native people involved in their mother-tongue, with support. Ingrid suggested that it may be easier to do quantitative work, as the qualitative is hard to interpret. The project took two years and the intention was that a book would be completed in this time, but this goal is not yet achieved. There will be an introduction about play, the contributions from seven countries, and the threads pulled together in the conclusion.

OMEP will benefit a great deal from such research projects. Marilyn Flear, also Editor of this OMEP study, is negotiating with Springer publishers, and it may be possible to have an edited series of books with a diverse range of topics. An

editorial board will be required to discuss potential titles. Anyone wishing to be involved should contact Marilyn Fleer, and send a curriculum vitae in English.

At this point Jayne divided the large group into topic clusters for discussion in separate rooms. The issues that were reported on were:

1. Arts/Communication. Initially, it was important to become aware of each other's ideas. In common were ideas that communication occurred in such different ways; for example, the form as people express themselves occurs in different arts, languages and the body. It would be useful to find intersecting meeting points.

2. Quality curriculum. There were different experiences across different countries, e.g. longitudinal studies, methodological differences. Assessment and curriculum links combined external and self evaluations; management practices impacted on quality and curriculum implementation. Issues were: how to develop new ways of studying children's development? What were new ways of assessing quality that were culturally sensitive? At the next Forum in Mexico, we could consider progress made in thinking about these questions.

3. Assessment and pedagogical practice. The credit-based assessment, such as learning stories, brought out strengths, and this includes teachers as well. Stories were of a child's engagement in their experiences. Difficulties were in changing practices and understanding fully the expectations from policy makers, the time to undertake these, the need for professional development to support teachers to take on new ideas, and the barriers to this. We see the child as competent,

capable and with abilities. Children and adults learn from each other and develop new perspectives together. There are different ways of using assessment for exploring new understandings of children.

4. Literacies

The term 'media' literacy covers everything. Print and screen is a huge part of our lives, but children also know how to use iPod and telephones (which do music etc.). Our children will inherit this and the cultures they grow in will dominate how to interpret this. Suggestion is the use of commercial films to look at the international world.

5. Play. This is such a huge topic, there are so many perspectives and it includes so much. The role of Dads in children's playing is an important area. There are crucial aspects to the adult's role; for example, we can see adults intervene and disturb children's play. Play in different cultures is valuable topic to explore.

6. Public policy/children in poverty. This is often not discussed in national committees and we need to promote interest. The OMEP global launch in October will help promote such issues.

7. Mathematics. There is great importance in the exchange of ideas. We enjoyed learning more about research in China.

In conclusion, Jayne reminded those present of the E-Research forum, which will be on-line in November, and linked to the World OMEP website through registration as an OMEP member. For more information about the E-Research Forum contact Jayne White at jayne.white@vuw.ac.nz.

Jean Rockel and Jayne White, (both from New Zealand), Gwen Coe (U.S.A.), Mari Mori (Japan and formerly New York), and Ingrid Pramling Samuelsson (Sweden).



Photo courtesy of Gwen Coe



Dorothy Sailor and Dorothy Hewes Honored

On the recommendation of the OMEP-United States National Committee and by unanimous vote marked by resounding applause, Mrs. Dorothy Sailor and Mrs. Dorothy Hewes were granted Honorary Member status in OMEP at the OMEP World Assembly and International Seminar in Tromso, Norway, in August 2006.

Dorothy Sailor has been a member of OMEP for more than 30 years. She has served on both the United States National Committee and the World OMEP Executive Board. Dodie has vigorously served on the OMEP-USNC Board in various capacities, including, California State Liasson,

Region VIII Representative, Vice-President, Membership Chair. She continues to be actively involved and engaged in advocating for children's rights by participating in all OMEP activities in the United States as well as most of the World Assembly meetings. Dodie has participated in all of the triennial OMEP Congress/Assemblies since 1977, co-chaired the XX OMEP Congress and Assembly in Flagstaff, AZ in 1992, served as Vice-President for North America and the Caribbean from 1992-1998, and chaired the Resolution Commission for World OMEP for a number of years.

Mrs. Sailor is now Emeritus Professor of Child Development and Family Life at Fullerton College, Fullerton, California, after working with children, college students, and parents in child study laboratories and teaching child development courses at Fullerton College for 30 years. She served on preschool boards, was a California state mentor for preschools in Orange County, California, and served on the United Faculty Teachers' Union Board for eight years as a member, secretary, and president representing Fullerton and Cypress Colleges. On three occasions she lived overseas studying programs for children and has visited programs in many countries over the years learning much about children from OMEP members. Mrs. Sailor recently completed a college text book, *Supporting Children in their Home, School, and Community* Boston: Pearson/Allyn & Bacon 2004. It is used at colleges and universities in the U.S. References to OMEP are included.

As Resolution and Advocacy Committee Chair since 1992 until the present, she has passionately worked on developing ways to educate our members and the public on the Convention on the Rights of the Child and the need for this document to be sent to the U.S. Senate for ratification so that the U.S. can join the rest of the world in making the Convention its law. Although the campaign she chaired in Region VIII to send the Convention on the Rights of the Child to the U.S. Senate in 1990-91 failed, she continues to participate in futhering the cause, and participated in the Summit for the Convention on the Rights of the Child in Washington, D.C., in May 2000.



Mrs. Dorothy Sailor



Dr. Dorothy Hewes

Dr. Dorothy Hewes has been a member of Organisation Mondiale pour l'Education Prescolaire (OMEP) since 1985. She was Program Chair of 1992 World Congress in Flagstaff, Arizona. Dorothy has been a reviewer of articles submitted to *International Journal of Early Childhood Education* and worked closely with Ava Balke, a World OMEP President and Norwegian historian.

Dr. Hewes earned her M.A. in Psychological and Philosophical Foundations of Education, from California State University at Northridge, California, and her Ph.D. in 1974 in Early Childhood Education and Historiography at Union of Experimenting Colleges and Universities, Antioch College (now in Cincinnati), Ohio. Dr. Hewes is Professor Emeritus from San Diego State University where she held the position of professor of Child Development from 1974-1992. She was also a Lecturer in Child Development at University of California at Berkeley, and Mills College, Oakland, California.

Her record as a leader in the profession is well documented. She was a member of the organizing committee of the California Professors of Early Childhood Education and Child Development and is a Charter Member of the National Association of Early Childhood Teacher Educators where she served on the Board of Directors. She has held leadership positions in the National Association for the Education of Young Children, serving as Vice-President, Chair of the History and Archives Committee, and Coordinator of the Annual History Seminar from 1977 to the present. She was made Honorary Life Member of the Society for the Psychological Study of Social Issues (American Psychological Association) and, earlier this year, she was presented with the 2006 Lifetime Achievement Award for Outstanding Contributions to the Study of Children and Families by San Diego State University.

Dr. Hewes has been a mentor to almost everyone in the U.S. and numerous scholars around the world related to the history of early childhood education for the past fifty years. She provides a model of a rigorous scholar for all of us to emulate in the areas of early childhood pedagogy, leadership and history. She is a champion of child and family causes.

In the Preface to Sources: Notable Selections in Early Childhood Education (Dushkin, 19996), K. M. Paciorek and J. H. Munro describe Dr. Hewes as "truly the historical expert in the field and the one person who has kept the history of this profession alive while sparking an interest in others to explore its roots." Roger Neugebauer, in the biographical sketch explaining why Dr. Hewes was included as one of the thirty "Movers and Shapers of Early Childhood Education of the 20th Century (Exchange, Issue no. 106, 1995), emphasized her accomplishments in the professionalization of child care center administration over the past half century and wrote "Her books and articles were among the first to focus in-depth attention to the work of the center director." The two disciplines of history and child care are synergistic, since the historical approach gives depth to management and the practicalities of early childhood administration provide a solid substructure for the interpretation of historical events.

Additionally, Dr. Hewes has authored numerous books and book chapters:

An Administrators Handbook to Early Care and Education Programs. With Jane Leatherman. 2005. Boston: Allyn & Bacon.

W. N. Hailmann: Defender of Froebel. 2001. Grand Rapids, Michigan: Froebel Foundation..

"It's the Camaraderie" - A History of Parent Participation Preschools. 1998. Davis: University of California Press..

Early Childhood Education: A Workbook for Administrators. With Barbara Hartman. 1972, 1975, 1979, 1988. Saratoga, CA: R & E Publishers.

Administration: Making Programs Work for Children and Families. 1979. Washington, D.C.: NAEYC.

"Looking back: How the role of director has been understood, studied, and utilized in ECE programs, policy, and practice" in M. L. Culkin (ed.), Managing Quality in Children's Programs: The Leader's Role. 2000. New York: Teacher's College Press.

"Preface" and segments for C. Lescarides and B. Hinitz, History of Early Childhood Education. 2000. New York: RoutledgeFalmer.

"When shaming fingers point" in The Art of Leadership: Managing Early Childhood Organizations. B. and R. Neugebauer, eds. 1998. Redmond, WA: Exchange Press..

"On doing history" in A. Gordon and K.W. Browne, Beginnings and Beyond. 1993. Albany, NY: Delmar.

"Foundations of early childhood teacher training" in B. Spodek and O. Saracho, Yearbook in Early Childhood Teacher Education, Vol. 1. 1991. New York: Teacher's College Press.

Zero tolerance for child sex tourism in Sri Lanka

COLOMBO, 18 June, 2006 - A two year action plan to stop the commercial exploitation of Sri Lanka's children has been launched today. While the exact numbers are not known, it's estimated that thousands of Sri Lankan children are drawn into prostitution every year, the majority of them boys. These children are exploited by foreign tourists, as well as by local people.

The campaign will target tourists, children and adolescents, hoteliers, journalists, families and community leaders with the message that there is 'zero tolerance' for child sex tourism. As well as mass media campaigns on television, radio and in newspapers, messages will be relayed to tourists through a range of devices: in-flight magazines and videos, billboards, posters, car-stickers and flyers. Legal penalties for the sexual exploitation of children range from five to 20 years imprisonment.

"Sexual exploitation in tourism has become a totally unacceptable phenomenon worldwide and is reaching an alarming level," said the Chairman of the Sri Lanka Tourist Board Udaya Nanayakkara. "Quite often child sex tourism is ignored and denied by many actors in the tourism industry. I am confident that we will be able to put a stop to the abuse of Sri Lankan children as a result of tourism."

The International Labour Organization estimates that 1.8 million children globally are exploited in the multi-billion dollar commercial sex industry, which includes child sex tourism. The most vulnerable children in Sri Lanka are those from poor and marginalized communities who have little supervision from their families. Children are lured into prostitution with money, clothes, pens, sweets, food and sometimes the chance to travel overseas.

Last year 549,000 foreign tourists visited Sri Lanka, with the figure projected to rise to 600,000 in the current year, and to one million by 2010.

"A child who is a victim of sexual abuse may suffer serious, lifelong or even life-threatening consequences," said UNICEF Senior Programme Coordinator Dr. Yasmin Ali Haque. "As the first country in South Asia with a national plan of action to combat child sex tourism, Sri Lanka has a unique opportunity to lead the way for other countries in the region. UNICEF compliments the Sri Lanka Tourist Board on this worthy initiative."

The action plan will be carried out by Sri Lanka Tourist Board with financial and technical support from UNICEF.

About UNICEF

For 60 years UNICEF has been the world's leader for children, working on the ground in 155 countries and territories to help children survive and thrive, from early childhood through adolescence. The world's largest provider of vaccines for developing countries, UNICEF supports child health and nutrition, good water and sanitation, quality basic education for all boys and girls, and the protection of children from violence, exploitation, and AIDS. UNICEF is funded entirely by the voluntary contributions of individuals, businesses, foundations and governments.

For more information please contact:

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Udaya Nanayakkara, Chairman, Sri Lanka Tourist Board, Tel: +94 11 238 2208



Sri Lanka Tourist Board, with UNICEF support, launches action plan against Child Sex Tourism



The launch of the REDLIGHT CHILDREN campaign took place at the 59th annual Department of Public Information and Non-Governmental Organization conference at the United Nations.

The REDLIGHT CHILDREN campaign is a worldwide grassroots human rights initiative promoting awareness and practical action to reduce the number of sexually exploited children. The campaign combines Priority Films' three celebrity-packed films about the issue and an easy-to-use website at www.redlightchildren.org. The campaign focuses on decreasing the demand for any form of child exploitation by promoting more efficient legislation and stronger enforcement. While the campaign is global to match the worldwide epidemic, the legislation is localized by country and state.

The REDLIGHT CHILDREN campaign has been gaining steady momentum with the cooperation of leading media icons, major international NGO's and numerous smaller organizations around the world. Now, with increasing support of the international NGO community, the REDLIGHT CHILDREN campaign hopes to truly make a difference.

Notable guests and speakers included REDLIGHT CHILDREN spokesperson Paula Abdul; French star Virginie Ledoyen; UN Director of the Office of Drugs & Crime in NY Simone Monasebian; Priority Films President Guy Jacobson; Executive Director ECPAT-USA Carol Smolenski; and representatives from non-governmental organizations and other activists from more than 90 countries. A generous donation from the Cardesa Family helped to the launch of the REDLIGHT CHILDREN campaign. For more information about the films, please visit www.priorityfilms.com/k11.

**Child Sex
Exploitation**

Expose it.

Fight it.

End it.

**Each year,
over two
million
children
are sold or
kidnapped
and forced
into child
sexual
slavery and
prostitution.**

OMEP-USNC By-Laws

The 2006 proposed bylaw revisions consist of updating language to be more reader friendly, adding contemporary communications to procedures, i.e., email and teleconferencing as means of attending meetings, and reconfiguring the committee designations to reflect the current dynamics of the organization. Perhaps the largest change occurs in the opening statement which now reads: "The name of this organization shall be the United States National Committee (hereinafter referred to as USNC), the official unit of the World Organization for Early Childhood Education in the United States. This organization shall be referred to as the OMEP-USNC, utilizing the acronym, which is used in all languages for the Organisation Mondiale pour l'Education Prescolaire, the world organization."

It is suggested the language should read, "The name of this organization shall be the United States National Committee, (USNC) of Organization Mondiale pour l'Education Prescolaire (OMEP), the World Organization for Early Childhood Education. This organization shall be referred to as the OMEP-USNC, its acronym."

Copies will be available prior to discussion to be conducted at the Members Meeting, Thursday, November 9, at 3:30 in Atlanta, Georgia. Later revision drafts and final changes will be posted on the OMEP-USNC website.

In Memorium



OMEPE has lost a good friend and devoted member

Nancy Quisenberry succumbed to Non-Hodgkin's Lymphoma on September 27.

A consummate professional, Nancy devoted many hours of her professional career to organizations including OMEPE-USNC, ACEI and ICET. USNC Board meetings were always on track when Nancy was present. Her clear thinking and skill for planning served us well as Treasurer from 1996-1999, then as USNC Webmaster and Chair of the Long-Range Planning Committee. She worked hard to bring in new members. At the same time, her professionalism never interfered with her sense of humor or her social charm. She was always an asset to any gathering.

Her contributions to other organizations should be noted as well. Nancy received the Patty Smith Hill Award from ACEI in recognition of her service and she was involved in the development of the most recent NCATE guidelines for elementary education. Nancy received her Ed.D in 1971 from Indiana University in Bloomington in specializing in Early Childhood Education and Linguistics. She moved to Carbondale, IL where she spent 27 years in the College of Education as a faculty member in the Department of Curriculum & Instruction and as Associate Dean for Academic Affairs. She retired from SIUC in 1998 after serving for two years as Interim Dean of the College of Education.

Following her retirement, Nancy continued her involvement in professional organizations

as well as volunteer service, most notably as the Executive Director of the Orpheum Children's Science Museum in Champaign, Urbana. Committed to children, Nancy worked tirelessly for education at all levels and her leadership was recognized nationally. Her dedication to her profession, to her colleagues, to her community and to her family was inspiring. She will be sorely missed.

Contributed by Cathy Mogharraban and Leah Adams.

Memorials

Survivors include her husband of 46 years, Jim, and their son, James and family. James requests, "It would mean very much to me if individuals would write down some of their thoughts about my mother and frame them into a letter or note to my son Will." Send to: James P. Quisenberry, jquiz@jmail.com

Donations in Nancy's name may be made to:
The Orpheum Children's Science Museum
In Memory of Nancy Quisenberry
c/o Bill Ackermann, Development Chair
346 N. Neil Street
Champaign, IL 61820

Urbana Rotary Club Charities
In Memory of Nancy Quisenberry
c/o Kermit Hardin, Secretary
307 Evergreen Ct. West
Urbana, IL 61801

The James D. and Nancy L. Quisenberry
Scholarship
c/o Kevin Lister, Development Officer
College of Education and Human Services
Wham 115
Southern Illinois University
Carbondale, IL 62901

A total of seven persons attended the North America and the Caribbean Regional meeting, 5 from the OMEP US National Committee, 2 from OMEP-Canada, including the regional Vice-president. The 4 following subjects were discussed: Support to OMEP Canada for the World Assembly and Seminar 2008; Regional meetings or meeting opportunities in the region; Membership in the Region and in country members; Haiti's situation.

Support to OMEP Canada for the World Assembly and Seminar 2008

Many ideas and ways to attract US members to the Seminar to be held in Quebec City, Canada in 2008 were brought by the US participants and welcomed by the Canadians. It was suggested to rapidly prepare advertising material to be ready for the NAEYC November Conference and the ACEI Spring Conference. US members were especially interested in the theme of Children's rights and would like to learn about the Canadian situation concerning the Convention on the rights of children. They made suggestions for a relevant keynote English speaking speaker and gave useful references. The Canadians are grateful for the important support and interest they received.

Regional meetings or meeting opportunities in the region

The Vice-President indicated that to her knowledge, a Regional Meeting such as other Regions hold regularly never took place in our Region. Is it necessary and what are the opportunities to meet? The NAEYC Conference is such an opportunity. The US National Committee holds its general meeting and presents activities within this conference as does the Global Alliance. OMEP belonging to this Alliance, attendance is less expensive for OMEP members. The Quebec City Seminar could also be used as a Regional meeting.

Membership in the Region and in country members

The Vice President reminded the particularity of the Region : 2 large countries from North America and 1 small from the Caribbean and asked the question of other possible Caribbean countries, namely English speaking countries such as Bermuda, Jamaica or Bahamas. Efforts seem to have been made in that sense in the past but would be worth making again.

The Canadian President mentioned that she wishes to especially enhance the English speaking membership in her country and wants to take the opportunity of the 2008 Seminar to do so. US participants spoke about the Spanish speaking communities in the US and Anarella Celliti offered her help for Spanish translation and contacts in the U.S. Spanish communities to raise that membership.

Haiti's situation

The Vice-President mentioned her concern for the situation of our fellow regional country member, Haiti. Participants add that the near future will be decisive, as well as for African countries. All agree that the situation of children in these countries should be an OMEP priority.



Madeleine Baillargeon
OMEP Vice-President for North America and the Caribbean

1040 du Parc Québec, Qué.

G1S 2W5 Canada

Phone: (418)527-5074

E-mail: mbaillargeon@videotron.ca

**OMEP World
Assembly
August 9, 2006
Tromsø, Norway**

North America & the Caribbean

UN CONVENTION ON THE RIGHTS OF THE CHILD

ALL HUMANS
HAVE BASIC
RIGHTS
and
THIS INCLUDES
ALL CHILDREN



The **CONVENTION ON THE RIGHTS OF THE CHILD** is a **human rights treaty adopted by the UNITED NATIONS** on November 20, 1989. It took 40 countries ten years to draft this document.

The preamble of the CRC states that children are individuals with basic rights and responsibilities appropriate for their age and development. Because of their vulnerability, children need special care and protection. The Convention emphasizes the primary care and protective responsibility of the family. Children also need legal and other protections before and after birth. The Convention reflects the importance of respect for the cultural values of the child's community and the vital role of international cooperation in securing children's rights.

1. This treaty, containing 54 articles, supports all children and their parents. A basic quality of life is the right of all children and not just the privileged few.
2. Each of the articles focuses on a particular right for all children, such as the right for adequate food, a name and a home, preventive and primary health care, education, and protection from abuse and neglect.
3. Each country that ratifies this treaty accepts it as law and decides how best to implement these articles to improve conditions for children.
4. Only the United States and Somalia (no stable government to vote) have not ratified the CRC. Over the years, small groups in the U.S. have been extremely vocal in opposing the CRC and the UN in general. They have been effective in keeping the CRC from reaching the Senate for a vote. Contrary to their claims:

The treaty does not suggest that children sue their parents.

It does not dictate how parents should raise their children

The United Nations has no authority to tell any nation what to do.

This document makes no mention of abortion. Countries that permit abortions (such as Sweden and France) and those that prohibit abortions (such as Ireland and the Philippines) have ratified the treaty.

5. The United States needs to become a part of the world community, working to improve conditions for all children. Although we have some of the best laws and programs for our children, we still have many whose basic needs are not being met. For example, among the industrialized nations, the U. S. has a larger percentage of its children living in poverty, without health insurance, born with low birth weight, and having lower eight grade math scores, than children in most if not all of the industrialized countries. Death by firearms is 12 times higher for U.S. children than in 25 industrialized countries combined. Too many of our children suffer from neglect and abuse resulting in death for some. (Children's Defense Fund, 2001, 2002, 2003; Sailor, 2004).

The Convention provides a framework for basic conditions children need for healthy growth and development. These standards are also guidelines for parents, families, communities, private and government agencies, and industries.

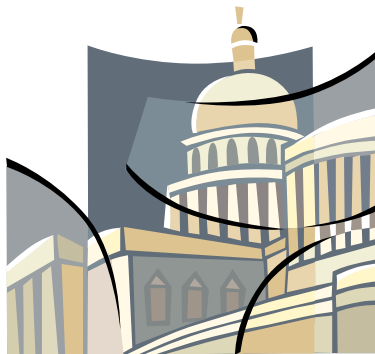
Along with domestic benefits, ratification of the CRC would allow the U.S. to be part of a global team to monitor the progress of conditions for children including each country's five-year report. This would also enhance the status of the U.S. as a world leader in human rights.

The first goal is to have each OMEP member understand all the issues and to become part of an OMEP-USNC effort to educate others about the CRC and why the U.S. should ratify it.

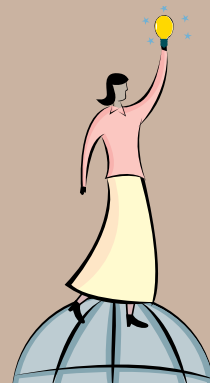
www.childrightscampaign.org; www.unicef.org, www.crin.org (CRIN, Child Rights Information Network).

In the Best Interest of Children,

Dorothy Sailor, Chair
OMEP-USNC Resolution and Advocacy Committee



What is the CRC?



**Resolutions and Advocacy Committee: Lita Haddal, Edna Ranck, and JoAnn Hoffman
Dorothy Sailor, Chair**

Fullerton College
2255 Skyline Drive
Fullerton, CA 92831-1103

Phone: (714) 879-4169 Home
Fax: (714) 879-4169 Fax
E-Mail: dorothysailor@juno.com

The Early Childhood Development Virtual University (ECDVU) is committed to improving the quality of life for children and their families in Africa. The program seeks to accomplish this through working, on a sustained basis, with ECD leaders from across the African continent.

To meet the ECDVU's child and social development objectives, it employs a number of approaches to post-secondary education that are 'non-traditional' in nature. These include: recognizing the strengths and expertise that exist locally and regionally, incorporating these 'voices' and experiences into the learning process, promoting sustainable, interactive networks that reach rural as well as urban populations, and using computer technology as a means for developing strong information and communication systems within Africa. At the same time, certain other features of the ECDVU seem more familiar as part of a traditional educational process: delivery of a sequence of courses, each with a course number and title, and delivered by academically qualified individuals. Blending strengths from both approaches is an essential characteristic of the ECDVU.

ECDVU in Sub-Saharan Africa

The Early Childhood Development Virtual University (ECDVU) has an innovative and multi-faceted approach to addressing ECD capacity building and leadership development in the Majority World. Based on the success of its earlier programs delivered to learners in Sub-Saharan Africa and the Middle East/North Africa, the ECDVU has been awarded funding from the World Bank and Dutch Government to deliver a one-year Professional Specialization Certificate (PSC) program in International Child and Youth Care for Development to 25 ECD professionals from 12 countries in Africa.

The ECDVU program is delivered through distributed learning methods – a combination of on-line learning and face-to-face seminars in Africa, using a variety of “cutting edge” and traditional media. The goal of the program is to develop and inspire leadership capacity in the ECD field and initiate growth and change in ECD policies and programs throughout East, West and Southern Africa. The ultimate aim is to support child, youth, family and community well-being in the context of broader social and economic development.

For more information regarding the ECDVU please refer to www.ecdvu.org or contact Alan Pence (apence@uvic.ca) or Julie Holder (jholder@uvic.ca)

The Investigating Quality Project

The Investigating Quality (I.Q.) Project was initiated by Drs. Alan Pence and Veronica Pacini-Ketchabaw in May of 2005 with funds received from the British Columbia Ministry of Children and Family Development. The over-arching objective of the project is to ‘broaden and deepen’ understandings of quality care. The project builds on Dr. Pence’s work with colleagues in Europe that led to the publication of *Valuing Quality in Early Childhood Services* and *Beyond Quality in Early Childhood Education and Care*. Both publications challenge the early childhood field to consider broader understandings of ‘quality’ and to appreciate the constructed nature of children, families and care-programs. *Beyond Quality* has sold well internationally and has been translated into six languages. As part of the I.Q. Project a series of Discussion Forums were developed for 2006. An ECD Indigenous Forum and one-day Conference took place in February; a Policy and Assessment Forum was held in April; and a Pedagogy and Practice Forum, with a two-day Institute, was held Aug. 10 and 11 at the University of Victoria. In addition, the project involves an innovative program of professional development with early childhood educators in British Columbia, Canada. For more information on the University of Victoria’s Investigating Quality Project please email: apence@uvic.ca.

Protecting and realizing children's rights

Human rights apply to all age groups; children have the same general human rights as adults. But children are particularly vulnerable and so they also have particular rights that recognize their special need for protection.

Children's rights in the human rights framework

The Convention on the Rights of the Child sets out the rights that must be realized for children to develop their full potential, free from hunger and want, neglect and abuse. It reflects a new vision of the child. Children are neither the property of their parents nor are they helpless objects of charity. They are human beings and are the subject of their own rights. The Convention offers a vision of the child as an individual *and* as a member of a family and community, with rights and responsibilities appropriate to his or her age and stage of development. By recognizing children's rights in this way, the Convention firmly sets the focus on the whole child.

The Convention and its acceptance by so many countries has heightened recognition of the fundamental human dignity of all children and the urgency of ensuring their well-being and development. The Convention makes clear the idea that a basic quality of life should be the right of all children, rather than a privilege enjoyed by a few.

From abstract rights to realities

Despite the existence of rights, children suffer from poverty, homelessness, abuse, neglect, preventable diseases, unequal access to education and justice systems that do not recognize their special needs. These are problems that occur in both industrialized and developing countries.

The near-universal ratification of the Convention reflects a global commitment to the principles of children's rights. By ratifying the Convention, governments state their intention to put this commitment into practice. State parties are obligated to amend and create laws and policies to fully implement the Convention; they must consider all actions taken in light of the best interests of the child. The task, however, must engage not just governments but all members of society. The standards and principles articulated in the Convention can only become a reality when they are respected by everyone—within the family, in schools and other institutions that provide services for children, in communities and at all levels of administration.

The Convention applies to everyone equally, with special protections for particularly vulnerable groups, such as ethnic minority children.

The principles outlined in the international human rights framework apply both to children and adults. Children are mentioned explicitly in many of the human rights instruments; standards are specifically modified or adapted where the needs and concerns surrounding a right are distinct for children. The Convention on the Rights of the Child brings together the children's human rights articulated in other international instruments. This Convention articulates the rights more completely and provides a set of guiding principles that fundamentally shapes the way in which we view children.

This compilation and clarification of children's human rights sets out the necessary environment and means to enable every human being to develop to their full potential. The articles of the Convention, in addition to laying the foundational principles from which all rights must be achieved, call for the provision of specific resources, skills and contributions necessary to ensure the survival and development of children to their maximum capability. The articles also require the creation of means to protect children from neglect, exploitation and abuse.

All children have the same rights. All rights are interconnected and of equal importance. The Convention stresses these principles and refers to the responsibility of children to respect the rights of others, especially their parents. By the same token, children's understanding of the issues raised in the Convention will vary depending on the age of the child. Helping children to understand their rights does not mean parents should push them to make choices with consequences they are too young to handle.

The Convention expressly recognizes that parents have the most important role in the bringing up children. The text encourages parents to deal with rights issues with their children "in a manner consistent with the evolving capacities of the child" (article 5). Parents, who are intuitively aware of their child's level of development, will do this naturally. The issues they discuss, the way in which they answer questions, or the discipline methods they use will differ depending on whether the child is 3, 9 or 16 years of age.

Recommended Reading & Resources

In Their Own Voices: Homeless in America. 2002. Kurt Raihn & Susan Ham, producers. Santa Barbara, CA: Plainsight Video Productions. 16 minutes. Narrated by Kristy Raihn. In Their Own Voices: Homeless in America, tells the story of the daily experiences of children who are homeless. You will see and hear the challenges these children have with friendships, school, and day-to-day routines. The children in the video also express their hopes and dreams for the future.

Recent natural disasters have brought the issue of homelessness into focus in our country. However, long before hurricanes Katrina and Rita, we knew that the number of homeless children and families was on the rise. A June 2001 fact sheet published by the National Coalition for the Homeless states “One of the fastest growing segments of the homeless population is families with children”. The 2000 census by U.S. Department of Public Instruction estimated 17,000 homeless children and youth in Wisconsin. In a report titled “Homeless in America: A Children’s Story”, the Institute for Children and Poverty cited that in early 1999, forty-one percent (41%) of homeless children were under the age of five. These statistics include homeless families in both rural and urban areas.

EVERY CHILD’S RIGHT

If a child is between the ages of 4 and 20 years, that child has the right to attend school:

The McKinney-Vento Act defines homeless children and youth as individuals who lack a fixed, regular, and adequate night-time residence. The term includes children and youth who:

- ♥ share the housing of other persons due to loss of housing, economic hardship, or a similar reason;
- ♥ are living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
- ♥ are living in emergency or transitional shelters;
- ♥ are abandoned in hospitals;
- ♥ are awaiting foster care placement;
- ♥ have a primary night-time residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- ♥ are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
- ♥ migratory children who qualify as homeless because they are living in circumstances described above.

This is an opportunity to learn about homelessness from a homeless child’s perspective. Request it from your public library or purchase it through the Santa Barbara County Education Office, Melody Stankoski, 1-805-964-4711, ext. 4410, or email wongski@sbceo.org and leave your fax number on order to receive an order form. Cost: video, \$30; DVD, \$40. You are encouraged to share this video with colleagues, families, and other advocates for children in your community.

Further information from the National Coalition for the Homeless is available at <http://www.nationalhomeless.org> and free resources are also available through the National Center for Homeless Education (NCHE) at 1-800-308-2145 or <http://www.serve.org>

For a bibliography of Homeless Education Resources by the Virginia Dept. of Education, revised Fall 2006, go to: <http://www.wm.edu/hope/infobrief/bibliography.pdf>

November 12-18, 2006

National Hunger and Homelessness Awareness Week

Co-sponsored by: National Coalition for the Homeless and National Student Campaign Against Hunger & Homelessness

2006 Awareness week manual: <http://www.nationalhomeless.org/getinvolved/projects/awareness/2006manual.pdf>

Each year, one week before Thanksgiving, National Coalition for the Homeless and the National Student Campaign Against Hunger and Homelessness co-sponsor National Hunger and Homelessness Awareness Week. During this week, a number of schools, communities and cities take part in a nationwide effort to bring greater awareness to the problems of hunger and homelessness. If your community has already joined this effort, this guide can serve as an evaluator for past efforts and possibly offer fresh ideas for the future. If this is your first time participating, this guide will explain how your community can get involved!

Lynn Staley, Region II Representative, asks, "The new Equipping Teachers for Advocacy site is up at <http://www.acei.org> and getting some positive feedback that for the first time teachers now have a one-stop-shop for getting information related to the issues facing our children of the world today. What do you think?"

The 2006 International Children's Day of Broadcasting, December 10, 2006 UNITE FOR CHILDREN. UNITE AGAINST AIDS.

UNICEF and the International Academy of Television Arts & Sciences invited broadcasters to submit their programs from the 2005 International Children's Day of Broadcasting (Theme: Sports for Development and Peace).

For the second year, the International Academy and UNICEF will offer eight regional awards to the broadcasters which best promote the principles, purpose and main themes of ICDB. Some regions may still be accepting entries, so please check with your regional office to see if you can still submit.

Each regional winner will be invited to the International Emmy Awards Gala in New York on November 20, 2006, and one will receive the prestigious International Children's Day of Broadcasting Award.

Top Education Sites

Education World <http://www.getresponse.com/t/4622852/370960/131599125/>

AOL@School <http://www.getresponse.com/t/4622853/370960/131599125/>

Lesson Plans Page <http://www.getresponse.com/t/4622854/370960/131599125/>

EDSITEment <http://www.getresponse.com/t/4622855/370960/131599125/>

Education Index <http://www.getresponse.com/t/4622856/370960/131599125/>

National Education Assn. <http://www.getresponse.com/t/4622857/370960/131599125/>

Blue Web'N <http://www.getresponse.com/t/4622858/370960/131599125/>

Yahoo Education Directory <http://www.getresponse.com/t/4622859/370960/131599125/>

Global SchoolNet Foundation <http://www.getresponse.com/t/4622860/370960/131599125/>

Teacher Planet <http://www.getresponse.com/t/4622861/370960/131599125/>

LearningPage.com <http://www.getresponse.com/t/4622862/370960/131599125/>

Compiled by Don Peek, The School Funding Center, Your September School Funding Newsletter. <http://www.schoolfundingcenter.com>

Opportunities





November 16 - 18, 2006
**HONORING THE CHILD, HONORING EQUITY:
 CULTURES, CHALLENGES & CHANGE IN
 TROUBLING TIMES**
Melbourne, Victoria, Australia
 Centre for Equity and Innovation in Early Childhood, The
 University of Melbourne
 Phone: +61 3 8344 4610
 E-mail: gmmacn@unimelb.edu.au
 Web Site: [http://www.edfac.unimelb.edu.au/eesc/ceiec/
 events/conferences/current/CEIECAnnualConf/index.html](http://www.edfac.unimelb.edu.au/eesc/ceiec/events/conferences/current/CEIECAnnualConf/index.html)

January 4 - 10, 2007
MONTESSORI CENTENARY CONFERENCE
Rome, Italy
 ONM Opera Nazionale Montessori & AMI Assoc.
 Montessori Intrn'l.
 Phone: 800 974 1145
 Web Site: <http://www.montessori.it>
 E-mail: igtinc@charter.net
 Celebration of 100th anniversary of the first "Children's
 House" in Rome. Conference under the High Patronage of
 the President of the Italian Republic. For further informa-
 tion contact: International Group Travel Consultants, Inc.,
 3008 E. Highway 150, Lincolnton NC, 28092

January 20, 2007
**TEACHER THERAPY - A CONFERENCE FOR EARLY
 CHILDHOOD PROFESSIONALS**
Calgary, Alberta, Canada
 Calgary Preschool Teachers Association
 Phone: (403) 239-3746
 Web Site: <http://www.preschoolteachers.ca>
 E-mail: tcalders@shaw.ca

January 23 - 25, 2007
**AUSTRALIAN RESEARCH IN EARLY CHILDHOOD
 EDUCATION (ARECE)**
Frankston, Melbourne, Victoria, Australia
 Monash University, Peninsula Campus
 Phone: +61 3 990 44288
 Web Site: [http://www.education.monash.edu.au/research/
 news/arececonference.html](http://www.education.monash.edu.au/research/news/arececonference.html)
 E-mail: arece@education.monash.edu.au
 The vision of the Australian Research in Early Childhood
 Education Conference (ARECE) is to build a community
 of practice and research among peers in early childhood
 professions by providing a space in which to share our
 research endeavors. The purpose is also mentoring, so
 students may imagine themselves as presenters in the
 future. The conference also aims to give students the
 opportunity to present their studies at the conference.

February 5 - 8, 2007
2ND INTERNATIONAL ART IN EARLY CHILDHOOD
Armidale, New South Wales, Australia
 University of New England, Armidale, NSW, Australia
 Phone: 61 2 6773 2654
 Web Site: <http://www.artlearn.net/artEC/conference.html>
 E-mail: mbrooks3@une.edu.au
 Celebrate art in early childhood in and across international
 social, cultural and historical contexts- Our People, Our
 Place, Our Time. Identify emerging directions in under-
 standing how young children experience art and how they
 create and communicate their ideas and experiences
 visually and through the arts.

February 8 - 10, 2007
**VISION INTO PRACTICE: MAKING QUALITY A
 REALITY IN THE LIVES OF YOUNG CHILDREN**
Dublin, Ireland
 Centre for Early Childhood Development & Education
 (Ireland)
 Phone: 353-296-8688 -Dublin
 Web Site: <http://www.cccde.ie>
 E-mail: sinead@conferencepartners.IE
 For practitioners, policy makers, parents, academics,
 students & anyone interested in ECCE. A dynamic forum
 to address key questions of quality in practice. Share
 information and experiences, discuss research findings,
 exchange innovative approaches. To be held in Dublin
 Castle.

February 15-18, 2007
**BEYOND VALUING DIVERSITY: PROMOTING
 EQUITY AND SOCIAL JUSTICE FOR CHILDREN
 AND YOUTH IN MULTICULTURAL SOCIETIES**
Whittier, California (Los Angeles)
 Whittier College
 Featured speakers: Claude Steele, Jean Phinney, Rebecca
 Bigler, Sandra Graham, Patricia Engle (UNICEF). Confer-
 ence will feature Fireside Chats in Faculty Master Homes
 and thematic Round Table Discussion Groups.
 Website: [http://web.whittier.edu/broad Oaks/
 symposium/symposium.html](http://web.whittier.edu/broad Oaks/symposium/symposium.html)
 E-Mail: DiversityandEquityConference@whittier.edu
 Phone: (562) 907-4994

March 9 - 11, 2007
EDUCATION & DEVELOPMENT CONFERENCE 2007
Bangkok, Thailand
 Tomorrow People Organization
 Phone: +381 64 1680 683
 Web Site: [http://www.tomorrowpeople.org/ED/
 welcome.htm](http://www.tomorrowpeople.org/ED/welcome.htm)
 E-mail: vmladjenov@tomorrowpeople.org

March 30 - April 1, 2007
**EARLY CHILDHOOD COUNCIL
 ANNUAL CONFERENCE 2007**
Christchurch, New Zealand
 Early Childhood Council
 Phone: 0064 9 965 2011
 Web Site: <http://www.ecc.org.nz/conference/home.html>
 E-mail: admin@ecc.org.nz
 New Zealand's largest annual early childhood conference!
 Earlybird Registration before 31 December 2006
www.ecc.org.nz/conference/home.html or contact us at
admin@ecc.org.nz, or phone 0064 9 965 2011.

April 20-22, 2007
**1ST WORLD CONFERENCE:
 EARLY CHILDHOOD EDUCATION FOR PEACE**
Albacete, Spain
 World Association of Early Childhood Educators/ Council
 of Albacete
 Endorsed by WANGO/ NAEYC/ UN Educational
 Scientific and Cultural Organization/ World Bank/ OAS.
www.conferenceonearlychildhoodeducationforpeace.org

May 2-5, 2007

**ACEI ANNUAL CONFERENCE 2007:
EDUCATION FOR TRANSFORMATION - IMPACT ON THE
CHILDREN OF THE WORLD
Tampa, Florida**

Association for Childhood Education International
Call for presentations issued. OMEP-USNC Spring 2007 Board meeting will be held during the ACEI conference in Tampa. Members are welcome to attend. Edna Ranck, the President-Elect is seeking presenters for the Annual OMEP-USNC Breakfast. Contact Edna if you are interested in presenting: edna.ranck@verizon.net
Phone: 800-423-5363
E-mail: Conference@ACEI.org
Web Site: www.acei.org

May 4 - 5, 2007

**WONDEROUS PLACES TO LEARN AND GROW
Regina, Saskatchewan, Canada**

Canadian Association for Young Children, U of Regina, SK Learning, SIAST, SK Early Childhood Assoc.
Phone: 306-585-4620
Web Site: <http://www.cayc.ca>
E-mail: twyla.mensch@uregina.ca
This conference will engage participants about creating environments that reflect our beliefs and values about children and the learning process including flexible space and open ended materials. Participants will discuss planning programs and building community. The conference will be held at the University of Regina in the Education Building. The University of Regina offers accommodations on campus for those travelling to Regina.

**EARLY CHILDHOOD EDUCATORS SEMINAR
MOSCOW & ST. PETERSBURG
May 12 to 19, 2007**

**“Universal Pre K: What We Can Learn from Decades of
Russian Experience”
Coordinated by Dr. Elena Bodrova**

During a period of more than 75 years of universal preschools in Russia, the country developed a comprehensive infrastructure of preschool education that includes full- and part-day preschools, research institutes, curriculum development centers, and teacher pre-service and in-service training programs. Seminar participants will observe and discuss issues surrounding “Universal Pre-K” while visiting a variety of early childhood programs serving children ages 3-6 and meeting with Russian educators.

Who is the Seminar Coordinator?

Dr. Elena Bodrova is Senior Researcher at Mid-Continent Research for Education and Learning (McREL) in Aurora, Colorado and Research Fellow with the National Institute for Early Education Research (NIEER) in New Brunswick, New Jersey. She received her Ph. D in Developmental and Educational Psychology from the Academy of Pedagogical Sciences, Moscow, Russia. Dr. Bodrova's Russian colleagues have assisted in selecting early childhood programs and in developing this engaging itinerary.

Who should attend?

This seminar is intended for professionals in early childhood education who have an interest in pre-k policies, curriculum, assessment, teacher training, and program orientation.

International Group Travel Consultants, Inc.
Phones: 704 735 1145 & 800 974 1145; Fax: 704 732 4954; E-mail: igtinc@charter.net

May 15 – 18, 2007

**2007 WORLD FORUM ON EARLY CARE AND EDUCATION
Kuala Lumpur, Malaysia
World Forum Foundation
<http://www.worldforumfoundation.org/wf/wf2007/>**

May 19 – 27, 2007

**IN FROEBEL'S FOOTSTEPS: AN EDUCATOR'S TOUR OF THE
BEGINNINGS OF KINDERGARTEN**

Tour Germany

Contact: Mary Ruth Moore, Ph.D.
E-mail: Mmoore68@swbell.net
Price per person: €1,320 (approx. \$ 1,550) with a minimum number of 15 participants. Travel arranged by SIU Travel, Schloß Ingersheim, 74379 Ingersheim, Germany /Tel. 011 49 7142 - 9565 11 • Fax 011 49 7142 - 9565 44 • Email: info@siu.de

June 7-6, 2007

**13TH ENSAC-CONFERENCE: A CHILD'S WELL BEING IN THE
MORNING AND AFTERNOON ACTIVITIES**

Järvenpää, Finland

European Network for School-Age Child Care
The theme of the conference is Nature, Exercise and Cultural Education as a part of the child's comprehensive well-being. ENSAC focuses on services of well-being for school-age children, whose activities are centered upon children's free time outside school hours and during their holidays.
http://www.ensac.fi/index.php?lk_id=2

June 23-26, 2007

**NAT'L MEDIA EDUCATION CONFERENCE (NMEC): IPODS,
BLOGS AND BEYOND: EVOLVING MEDIA LITERACY FOR THE
21ST CENTURY**

St. Louis, Missouri

Alliance for a Media Literate America (AMLA)
<http://www.AMLAinfo.org>
The theme demonstrates AMLA's focus on the on-going investigation of media literacy as a critical life skill for the 21st century and the recognition that evidence-based practice is the best way to improve and advance the field. Participants will discuss the latest theory, research, and strategies in media literacy education and will present media literacy programs designed for individuals, families, pre-K-16 public and private school settings, and after-school and community programs.

July 2007

**THE RIGHT TO EDUCATION FOR
CHILDREN**

IN THE 2ND MILLENIUM

**Mexico City, Mexico
OMEP World Congress**

- Essential aspects in the curricula of preschool
 - Up-date didactics that launch the development of preschool children
 - Basic points of training for preschool teachers
 - Role of media: television, internet, radio, cinema, etc
- E-mail: omepnacional@yahoo.com.mx
Web Site: www.omep.org.mx
(OMEP Mexico site—Spanish only)



November 14, 2007 - November 17, 2007

**NAEYC ANNUAL CONFERENCE 2007
Chicago, Illinois**

National Association for the Education of Young Children
Phone: 202-232-8777
Web Site: <http://www.naeyc.org>

THE AIMS AND OBJECTIVES OF OMEP-US NATIONAL COMMITTEE

- A. TO SUPPORT THE AIMS AND OBJECTIVES OF OMEP AT THE WORLD, NATIONAL, REGIONAL, AND LOCAL LEVELS.



THE AIMS AND OBJECTIVES OF OMEP ARE:

1. USING EVERY POSSIBLE MEANS TO PROMOTE FOR EACH CHILD THE OPTIMUM CONDITIONS FOR HIS WELL-BEING, DEVELOPMENT AND HAPPINESS IN HIS FAMILY, INSTITUTIONS AND SOCIETY.
2. TO THIS END, OMEP SHALL HELP ANY UNDERTAKING, WHICH COULD IMPROVE EARLY CHILDHOOD EDUCATION.
3. OMEP SHALL SUPPORT SCIENTIFIC RESEARCH, WHICH CAN INFLUENCE THESE CONDITIONS. THUS OMEP SHALL CONTRIBUTE TOWARDS HUMAN UNDERSTANDING AND THEREBY CONTRIBUTE TO THE PEACE OF THE WORLD.
4. TO PROMOTE PRESCHOOL EDUCATION.

- B. TO SUPPORT RESOLUTIONS ADOPTED BY OMEP BY CARRYING OUT ACTIVITIES AT THE NATIONAL, REGIONAL, AND/OR LOCAL LEVELS.

- C. TO SERVE AS A LINK WITH THE WORLD COUNCIL OF OMEP, OTHER WORLD ORGANIZATIONS, AND WITH PROFESSIONAL ORGANIZATIONS WITHIN THE UNITED STATES, IN ADDRESSING OBJECTIVES A AND B.

- D. TO INFORM AND EDUCATE ITS MEMBERS AND THE PUBLIC ABOUT WHAT IS HAPPENING TO YOUNG CHILDREN AROUND THE WORLD.

Publication Information

OMEP - U.S. National Committee

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World Organization for Early Childhood Education

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OMEP-USNC Newsletter is published three times a year by OMEP-USNC with printing and distribution assistance from the Council on Professional Recognition. New deadlines for submissions are January 20, May 20, and August 1. The committee encourages all members to submit a summary of events, research, or activities in which you have been involved as advocates of the well being of the children in the world. Electronically saved Word or jpg. files are preferred. Send them as attachments to the editor.

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